



McClellanville Middle

711 Pinckney Street

McClellanville, SC 29458

Grades	6-8 Middle School	
Enrollment	99 Students	
Principal	Christopher Swetckie	843-557-0325
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Below Average	At-Risk
2004	Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

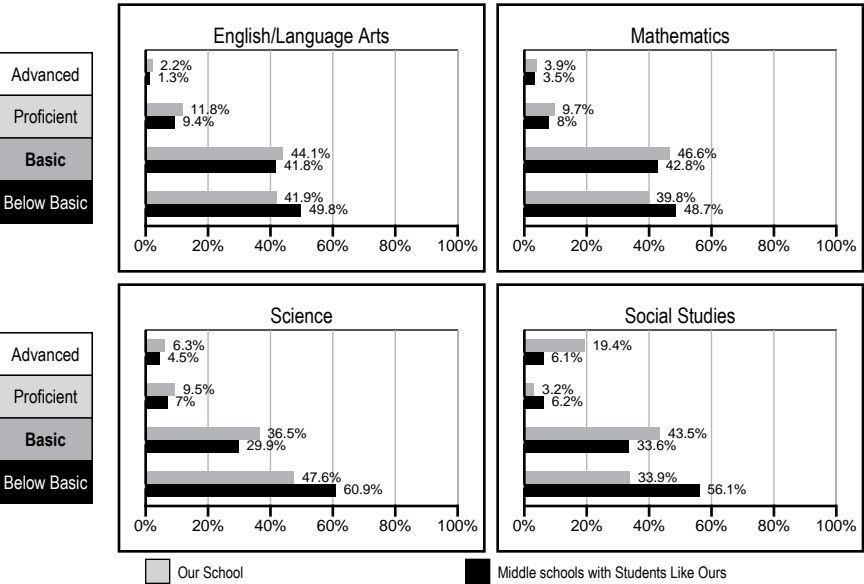
92.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	3	25

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	80.0	82.4
English 1	0	84.4
Physical Science	0	39.7
All Subjects	80.0	79.6

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=99)				
Students enrolled in high school credit courses (grades 7 & 8)	14.3%	Up from 14.1%	11.1%	19.4%
Retention rate	3.9%	Up from 2.7%	3.3%	1.8%
Attendance rate	95.5%	Up from 94.2%	95.1%	95.8%
Eligible for gifted and talented	4.7%	Up from 3.5%	3.8%	15.3%
With disabilities other than speech	11.3%	Down from 11.5%	13.7%	12.9%
Older than usual for grade	8.1%	Up from 4.5%	6.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	14.1%	Down from 21.6%	0.8%	0.7%
Annual dropout rate	0.0%	Down from 2.3%	0.0%	0.0%
Teachers (n=17)				
Teachers with advanced degrees	58.8%	Down from 68.4%	54.0%	55.0%
Continuing contract teachers	82.4%	Up from 73.7%	55.6%	70.6%
Teachers with emergency or provisional certificates	0.0%	Down from 6.3%	19.0%	5.4%
Teachers returning from previous year	84.9%	Down from 85.2%	76.4%	83.4%
Teacher attendance rate	94.3%	Down from 94.7%	94.7%	94.9%
Average teacher salary	\$44,863	Up 3.3%	\$43,224	\$44,706
Professional development days/teacher	15.4 days	Down from 16.5 days	13.5 days	11.8 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	7.0 to 1	Down from 7.1 to 1	15.6 to 1	20.1 to 1
Prime instructional time	88.6%	Up from 87.3%	88.9%	89.3%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 94.8%	98.0%	98.0%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil*	\$20,312	Up 69.1%	\$9,234	\$7,097
Percent of expenditures for instruction*	62.3%	Up from 54.9%	62.8%	64.4%
Percent of expenditures for teacher salaries*	53.2%	Up from 49.8%	55.1%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

McClellanville Middle is a rural school on the northern boundary of Charleston County. We are located in a historic fishing village surrounded by beautiful oaks, shrimp boats, and coastline. Our school is known for its powerful Doric columns and rows of Palmettos. The celebrated architecture has won several awards and is truly one of the best kept secrets in Charleston.

McClellanville Middle School is working diligently with the SREB (Southern Region Educational Board) in the Making Middle Grades Work initiative. We are focusing on creating a professional collaborative culture and making data-based decisions to improve student achievement. Our school collects, correlates, and disaggregates data to make informed decisions about student achievement. With the use of diagnostic testing, surveys, and evaluations, McClellanville Middle has ascertained that literacy is the primary area of focus. We have worked diligently to provide opportunities for students to be more engaged in reading, writing, and speaking. We are in our third year of a five-year Literacy Plan developed by our language arts department in conjunction with our leadership team. Our second year of Battle of the Books was successful in encouraging students to read a total of twenty-five books annually.

We partnered for a second year with the elementary and high schools to engage in sustained professional development as a united district. Our teachers shared in vertical articulation, planning, and various workshops designed to introduce new strategies to improve teaching and learning. We now have a nationally certified teacher on staff and have three more that completed their portfolios this year. Eight teachers have also participated in Take One and will be working toward national certification.

Our school is in the third year of the PBS model. Our students are preparing to be more responsible, respectful, reliable, and ready. Lessons are taught in all of the school settings to outline expectations. Disaggregating of discipline data indicates a drop in the number of referrals from 2007 to 2008 with a 35% reduction in suspensions.

We added a Gentlemen's Guild this year to build leadership capacity among our males. The program is supported by local business owners and facilitated by Grubb Ellis/Barkley Fraser. Our young men are being exposed to career paths, mentoring, and real world situations. Thank you to The Peters Group for their insight in creating the first Gentlemen's Club in education. McClellanville Middle School has been inspired by the guidance of Stephen Peters.

McClellanville Middle School has made much academic progress over the past few years. We have many challenges to overcome with the rigors of AYP and No Child Left Behind, but we are confident that our students will continue to improve with excellent instruction and attention to data. The MAP testing this year indicates much growth and progress among our students, with higher levels of proficiency noted in both reading and mathematics.

Our school is committed to the students, families, and communities we serve. It takes the combined efforts of these stakeholders to make McClellanville Middle School a great school! Together, we will achieve performance excellence and promote reliable, responsible, respectful students.

William C. Price, Principal
Rev. Michael Branton, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	31	22
Percent satisfied with learning environment	90.5%	67.7%	81.8%
Percent satisfied with social and physical environment	81.0%	87.1%	72.7%
Percent satisfied with school-home relations	23.8%	93.5%	90.0%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Newly Identified

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
		Our District	State
Classes in low poverty schools not taught by highly qualified teachers		2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers		8.7%	6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.9%	0.0%	No
Student attendance rate	95.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	105	100	41.9	44.1	11.8	2.2	24.7	53.5	48.2	No	Yes
Gender											
Male	59	100	52.8	35.8	11.3	0	20.8	47.3	41.7	N/A	N/A
Female	46	100	27.5	55	12.5	5	30	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	13	100	36.4	36.4	27.3	0	36.4	77.6	60	I/S	I/S
African American	92	100	42.7	45.1	9.8	2.4	23.2	32.1	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	13	100	100	0	0	0	0	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	99	100	44.3	43.2	10.2	2.3	22.7	33	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	105	100	37.6	48.4	9.7	4.3	29	49.7	45.8	No	Yes
Gender											
Male	59	100	45.3	45.3	5.7	3.8	22.6	49.5	45.6	N/A	N/A
Female	46	100	27.5	52.5	15	5	37.5	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	13	100	27.3	27.3	36.4	9.1	54.5	75.6	59	I/S	I/S
African American	92	100	39	51.2	6.1	3.7	25.6	26.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	13	100	100	0	0	0	0	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	99	100	38.6	47.7	9.1	4.5	28.4	28.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	71	100	47.6	36.5	9.5	6.3	15.9	39.2	35.7	95.5	96
Gender											
Male	35	100	61.3	29	9.7	0	9.7	40.8	37.4	95.2	95.8
Female	36	100	34.4	43.8	9.4	12.5	21.9	37.6	33.8	95.9	96.1
Racial/Ethnic Group											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	93.5	96.1
African American	62	100	50.9	36.4	10.9	1.8	12.7	15.3	17	95.8	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	N/A	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	95.6	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	N/A	96.3
Socio-Economic Status											
Subsided meals	67	100	50	33.3	10	6.7	16.7	17.1	21.1	95.6	95.5

Social Studies

All Students	71	100	33.9	43.5	3.2	19.4	22.6	40.2	34	95.5	96
Gender											
Male	42	100	45.9	35.1	2.7	16.2	18.9	42	36.6	95.2	95.8
Female	29	100	16	56	4	24	28	38.3	31.3	95.9	96.1
Racial/Ethnic Group											
White	11	100	22.2	33.3	0	44.4	44.4	63.3	44.5	93.5	96.1
African American	60	100	35.8	45.3	3.8	15.1	18.9	19.1	19.1	95.8	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	N/A	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	12	100	44.4	44.4	0	11.1	11.1	18.2	14.4	95.6	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	N/A	96.3
Socio-Economic Status											
Subsided meals	67	100	35.6	40.7	3.4	20.3	23.7	20.1	21	95.6	95.5

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	33	100	58.1	22.6	19.4	0	19.4
	7	28	100	40.7	40.7	18.5	0	18.5
	8	44	100	47.6	50	2.4	0	2.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	31	100	28.6	46.4	25	0	25
	7	37	100	46.9	43.8	3.1	6.3	9.4
	8	37	100	48.5	42.4	9.1	0	9.1
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	33	100	45.2	32.3	19.4	3.2	22.6
	7	28	100	44.4	44.4	11.1	0	11.1
	8	44	100	40.5	47.6	11.9	0	11.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	31	100	35.7	46.4	10.7	7.1	17.9
	7	37	100	28.1	50	15.6	6.3	21.9
	8	37	100	48.5	48.5	3	0	3
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	16	100	53.3	20	20	6.7	26.7
	7	28	100	55.6	33.3	7.4	3.7	11.1
	8	22	100	60	25	10	5	15
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	16	100	57.1	21.4	21.4	0	21.4
	7	37	100	37.5	46.9	6.3	9.4	15.6
	8	18	100	58.8	29.4	5.9	5.9	11.8
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	17	100	18.8	56.3	18.8	6.3	25
	7	28	100	37	37	14.8	11.1	25.9
	8	22	100	22.7	68.2	9.1	0	9.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	15	100	14.3	35.7	0	50	50
	7	37	100	40.6	40.6	3.1	15.6	18.8
	8	19	100	37.5	56.3	6.3	0	6.3

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample